

## **Make 'n Take**

**Name of Make 'n Take:** Social Interactions/Residential School Assimilation  
**Theme & Topic:** Revival of the Treaty Relationship: Living in Harmony - The Restoration of First Nations Languages and Cultures  
**Names of Teachers:** Kevin Kuntz, Larry Fuchs  
**Name of School:** St. Angela, St. Joan of Arc, Regina Catholic Schools  
**Grade:** Six  
**Date:** June 3, 2009

### **Materials:**

Photocopy Teaching Treaties in the Classroom Grade 6 Appendix D Pages 83-84

Gym mats, paper and pencils, board games, computer, kids bring luxuries from home (mp3, iPod, cell phones, Nintendo, DS, classical CD, stereo, etc.)

### **Procedure:**

1. A day(s) prior to class, students are notified they will be able to bring mp3, iPod, cell phones, DS's, etc.
2. Teacher will separate class into two groups. (One being a residential school class, the other being a typical British style class). If have siblings in room put into different groups.
3. Teacher will then seize all luxury items from the residential school side of the class. Throughout British group is allowed to come and go. Residential Group must ask for anything. (IMPACT #15)
4. Teacher then place gym mats in class to physically separate class room, making sure your British class has access to the computers. (IMPACT #6)
5. Teacher informs residential school group all verbal communication must be done in French (or written notes) to restrict communication (non-compliance use regular classroom strategies) (IMPACT #5)

6. British group is allowed all typical forms of communication (talk, text, etc.)
7. Play games – residential school group given paper and pencil and can play limited types of games (tic-tac-toe, hangman, SOS, etc.) (IMPACT #1)
8. British group can play board games, DS, computer games, etc. (Duration 5-10 minutes.)
9. After games allow British students to listen to their MP3, iPod (their choice of music) (IMPACT #1)
10. Teacher will play for residential school students non-mainstream music (classical, religious, etc.)
11. British group released early for recess (IMPACT #15). Other possibilities: take entire class outside, European group can play, residential groups sits in designated area.)
12. Residential school students stay back and continue listening to music or doing work. (IMPACT #15)
13. Follow up: provide handout Industrial/Residential School pages 83-84.
14. Students are to look through sheets and point (circle) out points that they realized had happened.
15. Teacher creates a table on board to see which group realized which points (compare two groups).
16. Discuss experience or did they realize the extent to which they were oppressed or noticed oppression.

17. Possibly – two different creative writing assignments based on their perception of events.

\*\*\*Throughout, teacher reaffirms how the British group is better than the residential group.  
(IMPACT #14, #10)